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The Air Force has developed a data bank which classifies job descriptions into occupational clusters. A retrieval system, also recently developed computes and publishes a consolidated description of the work being performed by any group which can be defined in terms of the background information. Other retrieval programs are available which enable the user to obtain background information on a specific job group, or to study the differences between two background groups. Suggestions are offered for ways in which similar data banks and retrieval systems might be of help to the civilian section, permitting rapid matching between job opportunities and job applicants. (CJ)

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INPUTS TO VOCATIONAL-TECHNICAL EDUCATION FROM OCCUPATIONAL RESEARCH*

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Today I would like to describe a new movement which is taking place in the military services which is causing a great deal of excitement. It has to do with the establishment of occupational data banks and with the development of computerized occupational information retrieval programs.

Until about ten years ago, personnel psychologists in the military services paid very little attention to occupations. With millions of men working in thousands of jobs throughout the world, it simply wasn't feasible to systematically collect and analyze job information until the optical scanner and the electronic computer came along. Therefore, personnel research was limited almost exclusively to testing and to training. Research during World War II led to the development of comprehensive batteries of tests which were used for selecting men and for classifying them into occupational areas. But these tests were not designed to maximize success on-the-job. They were designed to maximize success in

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technical training courses. The services conducted hundreds of studies on training techniques - that is, on how to train. But very few studies were conducted on course content - that is, what to train. Curriculum development was an art which was often practiced in the absence of detailed information concerning what tasks individuals were likely to encounter in the operational world. At best, course elements were based upon relatively global job descriptions, written by job analysts who studied a limited number of work positions.

Once a curriculum was established, changes were introduced slowly, and then only when strong recommendations came from users in the operational setting. These recommendations generally were for training on new tasks, or for more training on difficult-to-perform tasks. Seldom was there information from the field indicating what training could be eliminated or abbreviated. Thus, the pressure was always for more courses and longer courses.

Now I am going to hazard the guess that those of you working in the areas of vocational training and vocational counseling are faced with somewhat the same problems. I doubt if you get a great deal of feedback information from your graduates, once they have left the school setting. I would guess that curriculum experts could use more detailed information about the jobs your graduates

are likely to encounter in future years. I would guess that the pressures are always for more training, and that there is very little information concerning what would be the effect of dropping or abbreviating course content. I would guess that the tests you use for helping students make career choices have generally been developed and validated against academic grades. Finally, I would guess that your students have many specific questions about jobs which they do not even bother to ask, because they know you are not likely to have the answers.

What has been needed for a long time by vocational trainers in and out of the military services has been better and more detailed job information. Fortunately, in the Air Force we have found that such information can be collected by having large samples of workers in each occupational area fill out job inventories.

Now let me describe a job inventory to you. It contains two sections. The first section is composed of background questions to be answered by a worker concerning his job and himself - - - questions relating to previous education, time on-the-job, tools utilized, equipment worked on, interest in job, felt utilization of talent, pay grade, and so on. For jobs in the civilian sector one might wish to include questions about union membership, size

of company, number of employees supervised, products manufactured, fringe benefits, time with company, and job location. Any items can be included in the background information section which will help answer questions about the occupational area.

The second section of a job inventory is simply a list of the significant tasks being performed by workers in a single vocational career ladder. That is, it contains tasks being performed by apprentices, journeymen, 1st line supervisors, and superintendents working in a single occupational area, such as metal working, automotive repair, or firefighting. If this task list is properly constructed, then any job being performed by a worker in the occupational area should be definable in terms of a subset of tasks in the inventory. Let me repeat this concept, because it is central to the method. Since the job inventory contains every significant task being performed by workers in an occupational area, then every worker in the area can define his individual job by checking the tasks which he performs.

A job inventory is normally administered by mail to two thousand or more workers in an occupational area. Each worker provides identifying and background information, checks the tasks he performs as part of his normal job, and writes in any significant

tasks he does which do not appear in the inventory. This write-in feature is important, since it makes the instrument self-repairing. The worker also provides estimates of the relative amount of his work time spent on each task. The completed inventory booklets are sent to a central agency, where the data are keypunched or read by an optical scanner in readiness for computer analysis.

Now before I talk about what you can do with this information, once it is in the computer, let me mention some of the reasons we like the job-inventory survey approach. First, the technique is economical. Data can be collected using job inventories from thousands of cases throughout the world for less than it would cost to collect data on a few cases using trained job analysts. Second, the information is quantifiable. That is, you can actually count the number of people that perform any given task, and describe their characteristics. Data collected by job analysts are not quantifiable. No two analysts will describe a job in exactly the same terms.

The fact that information collected with task inventories is quantifiable means that it can be stored, manipulated, analyzed, and reported by computer. The fact that it is quantifiable also means that it can be subjected to research - - - that is, it can be validated and checked for stability using conventional statistical techniques.

We have conducted many studies to determine the quality of information collected with job inventories. We know that when a worker fills out an inventory on two occasions, he gives essentially the same information both times. Split-sample correlations for information concerning the percent of employees in an occupational area performing tasks in an inventory run in the neighborhood of .95 to .99, even for sample sizes of 50 to 100 cases. Supervisors agree with the information provided by their subordinates. Information collected with daily work records is consistent with information collected with inventories. Workers do not inflate their job descriptions in terms of the number or difficulty levels of tasks reported. There is a high probability that significant tasks missing from the inventory will be written in by workers who perform them. In summary, we know that we get good information using job inventories.

Now let's suppose we have a data bank which has been established for jobs in a particular occupational area. It should be obvious that if so much information would be available, no one could possibly become familiar with all of it. Nor would it be feasible to publish reports which would answer all of the questions individuals might have about jobs, even in a single occupational area. The new concept is to develop an occupational information retrieval system which will quickly select and report information relevant to each specific

question as it is asked. We have developed such a system in the Air Force, and have been making daily use of it for several years. Today, I will describe a few of the retrieval programs which are already available, and will illustrate by example how they are used.

First, we have a program which will compute and publish a consolidated description of the work being performed by any group which can be defined in terms of the background information. For example, in the Air Force we may wish to see a description of the work being performed by men in an occupational area who have been on the job less than one year; who are working at overseas locations; who have been in the Air Force more than three years but less than seven years; who feel that their talents are not being utilized, or who find their jobs dull. Such a description could be obtained almost immediately. In the civilian situation, one might wish to see a description of work being performed by graduates of vocational high schools; working in a particular industry; in a given geographical area of the country; who have been out of school less than one year.

I have passed out an example group job description to give you a general idea of what one looks like. This one happens to be one for Air Force Medical Laboratory Technicians working at the

journeyman level in hospitals and clinics throughout the world. Every task performed by members of this group is listed, and information is provided concerning the percentage of cases performing each task, as well as the amount of worktime spent on it.

Notice that a description like this provides information which is ideal for use in curriculum validation or development. If one were developing a course for medical laboratory technicians, he certainly would want to include training on those tasks which appear at the top of this description. These are the tasks which the graduate is most likely to encounter on the job. On the other hand, it is questionable whether training should be given on many of the tasks listed near the bottom of the description. For example, only about one and one-half percent of the workers in this field are required to "perform serum magnesium tests using biochemical procedures" - - - whatever that means. Even these workers spend less than four-tenths of one percent of their worktime on this activity. When training time is at a premium, this is the type of content that can best be eliminated from the curriculum.

Returning to the information retrieval system, you can ask for a description of the work being performed by any group of special interest, that can be defined in terms of background information

items included in the first section of the inventory.

Perhaps you would like to know more about a group than simply the tasks performed. Fine! Another program will compute and present a detailed description of the background information available on the group. Provided such questions are included in the survey questionnaire, the report will summarize salary data, union membership, job satisfaction, educational background, tools utilized, equipment worked on, travel required, number of individuals supervised - - - or any other data that was collected in the background information section of the inventory.

Or, maybe you wish to study the differences between two groups. For example, you might wish to know the differences in the types of jobs performed by graduates from vocational high schools and graduates from academic high schools, who are working in a given occupational area. No problem. Programs have already been written which will compute separate descriptions for the two groups of interest, compare their jobs, and present a consolidated description of the differences in work being performed by the two groups.

Again, you may wish to know something about career progression in an occupational area. A program is available which computes

the percentage of individuals at each experience level who perform each task in the inventory, and then presents this information in an easy-to-read format. A student could study such a report to determine the types of tasks he is most likely to encounter when he goes to his first job. He also could see the tasks which are likely to be added to his job as he gains more experience. A vocational high school may wish to center its curriculum on those tasks which tend to be assigned to employees during their first few years on-the-job. In the Air Force, we have found that training must be timely, if cost effectiveness is a consideration.

Instead of studying the percentage of individuals at each of several experience levels who perform various tasks in the inventory, you may wish to determine the percentage of individuals in each of several industrial settings who perform such tasks. The same retrieval program can provide this information.

Instead of seeing a consolidated description of the work being performed by a class of workers, you might like to study all of the jobs in that class, one at a time. No problem. You define the class of jobs you wish to study, tell the computer whether you wish to see all of them or a representative sample, and push the button. The computer prints out descriptions, one at a time, for each individual worker's job, until it has met your specification.

Of course, this last program could quickly fill up the room with paper if one were not conservative in his request. For these types of data, display on a cathode-ray tube would probably be more efficient. A hard copy of any particular description could be then published, if specifically requested.

We all know that there are many different types of jobs in most occupational areas. For this reason, a consolidated job description may not define very well the work performed by any particular individual in the group. Yet, one would hate to look at every individual job, when what he really wants is a description of each type of job that exists in the occupational area. We have developed a program which computes the similarity of every job with every other job in an occupational domain, groups similar jobs into clusters, and then publishes a consolidated description for each cluster. When we apply this program, we find that many types of jobs exist in some occupational areas. In the Air Force, for example, there are fifty-five distinct job types in the Accounting and Finance area. We have identified and described each of these types of jobs, and can provide information concerning the number of individuals working in them; the characteristics of these individuals; and the geographical location of their jobs. This job-type identification program is very sophisticated. It may evaluate as many as three-and-one-third billion job combinations in arriving at the best

set of job clusters in a single occupational area. We now accomplish analyses of this type on a routine basis.

I won't bore you by describing any more of the available information retrieval programs. However, you should be aware that the programs I have described are not a promise for the future. They are already fully developed and have been operating in the Air Force for several years. One of these days I would hope that an occupational data bank will be maintained by the Department of Labor and that vocational counselors will have access to a remote inquiry station hooked into a time-shared computer. When that time arrives, you will have a new service you can provide to your students.

Now let me quickly move on to a few related topics which might be of interest to you. First, since all of the jobs in an occupational area can be defined in terms of subsets of tasks in a job inventory, this inventory becomes an ideal framework for maintaining individual experience records. The Air Force does not currently maintain experience records at the task level, but we hope to in the near future.

In the civilian setting, an individual could also maintain his experience record in terms of the tasks found in the job inventory for his career area. This would solve the serious problem

that people now have in communicating their occupational experiences and background to potential employers. A potential employer could immediately relate such task experience information to his needs, since his job openings would be definable in the same task terms. To turn the matter around, the potential employer could define his job openings in terms of the same set of task statements - - - thus communicating in precise terms to potential employees the nature of the jobs to be filled. It might not be too far fetched to suggest that the beginning of a background and experience record for an individual could be in terms of training given by a vocational high school.

The day may come when all job openings are defined and fed into a central data bank. Mobility is getting to be a matter of routine, and an individual looking for employment should have information concerning job opportunities, wherever they exist. An information retrieval system hooked into a data bank of this sort has interesting possibilities. One could seek out the jobs matching his interests and experiences, which exist in specified geographical regions. Scientists having access to the same data bank could determine skill demands at the task level - - - which might have implications for vocational training curricula.

When a job inventory is administered to samples of workers in an occupational area every few years, a comparison of jobs

across time can produce useful information. For example, by comparing the number of workers performing tasks at time 1 against the number performing them at time 2, one can identify those tasks which are dying out, and those that are appearing more often in jobs. Such information would be of utility in keeping vocational training curricula up-to-date. If an inventory could be administered to the same individual worker at two points in time, then one could determine the flow rate of individuals from each type of job to every other type of job; from one salary level to another; from one part of the country to another; and so on.

In the Air Force we are now routinely collecting data on job interest and felt utilization of talent. Because of this, we are in a unique position to research the impact of work assigned on job attitude and morale. We can already present evidence that there are differences in the work being performed by individuals who feel misused and dissatisfied compared with the work performed by those who are happy - - - even in the same occupational area. We currently are conducting studies to determine aptitude levels above which individuals feel under-utilized in specific job types. Such data could be useful to counselors in helping students to identify job areas which are likely to prove unchallenging. On the other hand, employers need to recognize that low aptitude employees are apt to be happier and more productive in certain types of jobs than are employees with higher aptitudes.

Now, I have only mentioned a few of the many applications of occupational data collected with job inventories.

In the Air Force, we have already collected and analyzed occupational information collected with inventories from over 100,000 cases, in a variety of occupational areas. The data have been so useful, we are now contemplating establishment of an occupational data bank containing job information from workers in all areas, and we are looking forward to the time when we will maintain data on every person and every job in the Air Force. The Army has already begun establishing a similar data bank, - - - and the Navy, Marine Corps, and Coast Guard are finalizing plans to go in the same direction. The Canadian Forces have surveyed about half of their occupational trades, and the Australians are thinking about adopting the Canadian System. The Public Health Service has surveyed its professional jobs using job inventories. - It seems obvious that there is a rapidly growing movement in the direction of establishing occupational data banks, using job inventories, and I predict that this movement will soon take hold in the civilian sector. I realize that some of the things I have described may seem a little futuristic in terms of resolving your problems today. However, I do feel that both students and schools need and deserve better information about the operational world, and I hope some day to see it available to you.

JOB DESCRIPTION FOR AIRMEN IN MEDICAL LABORATORY CAREER LADDER AFSC 904X0

TASK JOB DESCRIPTION,CASES= 619,TASKS= 301,DUTIES= 17,MBRS= 394
AIRMEN WITH 90450B DAFSC
TIME PERFECTLY DESCRIBED ON DUTIES= 71.70,TASKS= 55.44

D-TSK		DUTY/TASK TITLE	CUMULATIVE SUM OF AVERAGE PERCENT TIME SPENT BY ALL MEMBERS	AVERAGE PERCENT TIME SPENT BY ALL MEMBERS	AVERAGE PERCENT TIME SPENT BY MEMBERS PERFORMING	PERCENT OF MEMBERS PERFORMING
F	18	COLLECT BLOOD SPECIMENS DIRECTLY FROM PATIENTS	93.40	1.70	1.58	1.58
J	3	PERFORM BLOOD COUNT	89.09	1.56	1.39	2.98
J	17	PERFORM HEMATOLOGY PROCEDURES FOR DIFFERENTIAL CELL COUNTS	88.83	1.49	1.33	4.30
J	24	PERFORM HEMATOLOGY PROCEDURES FOR HEMATOCRIT TESTS	89.09	1.45	1.30	5.60
N	2	EXAMINE URINE SPECIMENS MICROSCOPICALLY	88.07	1.43	1.26	6.85
J	5	PREPARE BLOOD SMEARS	89.85	1.39	1.25	8.10
F	10	PREPARE AND PROCESS SPECIMENS	87.56	1.39	1.22	9.32
N	9	PERFORM URINALYSES FOR GLUCOSE TESTS	87.82	1.38	1.21	10.53
N	15	PERFORM URINALYSES FOR SPECIFIC GRAVITY TESTS	87.06	1.38	1.20	11.73
N	6	PERFORM URINALYSES FOR ALBUMIN TESTS	87.06	1.36	1.19	12.92
F	3	CLEAN AREA AND EQUIPMENT ASEPTICALLY	80.96	1.46	1.18	14.10
N	1	EXAMINE URINE SPECIMENS MACROSCOPICALLY	87.82	1.32	1.16	15.26
J	6	SEPARATE SERUM FROM BLOOD	87.31	1.30	1.14	16.40
F	11	PREPARE REAGENTS	93.40	1.19	1.11	17.51
J	2	IDENTIFY MORPHOLOGICAL VARIATIONS OF BLOOD CELLS	88.07	1.21	1.06	18.57
M	4	OPERATE SPECTRO-PHOTOMETER	77.66	1.34	1.04	19.62
J	21	PERFORM HEMATOLOGY PROCEDURES FOR ERYTHROCYTE SEDIMENTATION RATE	87.56	1.19	1.04	20.65
K	7	PERFORM SEROLOGICAL PROCEDURES FOR CARDIOLIPIN MICROFLOCCULATION	78.93	1.30	1.03	21.68
G	1	EXAMINE SPECIMENS MICROSCOPICALLY	86.04	1.18	1.01	22.69
G	2	IDENTIFY AND CLASSIFY PATHOGENIC BACTERIA	78.68	1.27	1.00	23.69
G	10	PREPARE CULTURE MEDIA	78.68	1.26	0.99	24.68
F	12	PREPARE SOLUTIONS AND STANDARDS	86.55	1.09	0.94	25.62
M	25	PERFORM BIOCHEMICAL PROCEDURES FOR LIVER FUNCTION TESTS	78.93	1.18	0.93	26.55
M	27	PERFORM BIOCHEMICAL PROCEDURES FOR NPN AND BUN TESTS	79.95	1.16	0.93	27.48
G	11	STAIN BACTERIOLOGICAL SMEARS	85.28	1.08	0.92	28.41
L	3	CROSSMATCH BLOOD	72.59	1.24	0.90	29.30
L	16	TEST BLOOD FOR ABO GROUPING AND ABO SUBGROUPING	80.20	1.12	0.90	30.20
J	1	IDENTIFY IMMATURE BLOOD CELLS	86.29	1.04	0.89	31.09
I	2	EXAMINE SPECIMENS MICROSCOPICALLY	81.47	1.08	0.88	31.97
G	6	PERFORM ANTIBIOTIC SENSITIVITY TEST	75.38	1.17	0.88	32.85
F	14	PREPARE SPECIMENS FOR SHIPMENT	84.26	1.03	0.87	33.72
E	3	LOG INCOMING OR OUTGOING SPECIMENS	71.83	1.16	0.83	34.55
L	18	TYPE BLOOD OF DONORS AND RECIPIENTS	74.87	1.10	0.83	35.38
L	2	CENTRIFUGE AND SEPARATE SERUM FROM CLOT	73.10	1.11	0.81	36.19
M	33	PERFORM BIOCHEMICAL PROCEDURES FOR TOTAL PROTEIN AND A/G RATIO	75.13	1.06	0.79	36.99
L	17	TEST BLOOD FOR RHO OR DU FACTORS	76.14	1.04	0.79	37.78
L	8	PERFORM DIRECT AND INDIRECT COOMBS TESTS	75.38	1.04	0.78	38.56
M	5	PREPARE REAGENTS AND STANDARDS	75.38	1.01	0.76	39.32

J	27	PERFORM HEMATOLOGY PROCEDURES FOR PROTHROMBIN TIME	79.19	0.95	0.76	40.08
J	4	PERFORM SPINAL FLUID CELL COUNTS	84.52	0.88	0.74	40.82
I	1	EXAMINE SPECIMENS MACROSCOPICALLY	79.95	0.92	0.73	41.55
I	6	IDENTIFY PROTOZOANS, CESTODES, NEMATODES, OR TREMATODES	74.62	0.95	0.71	42.26
F	19	COLLECT FECAL OR URINE SPECIMENS DIRECTLY FROM PATIENTS	52.79	1.33	0.70	42.96
J	28	PERFORM HEMATOLOGY PROCEDURES FOR RETICULOCYTE COUNT	84.26	0.82	0.69	43.65
N	8	PERFORM URINALYSES FOR BILE TESTS	85.28	0.80	0.68	44.34
I	3	PERFORM CONCENTRATION AND FLOTATION TECHNIQUES	72.84	0.93	0.68	45.02
J	13	PERFORM HEMATOLOGY PROCEDURES FOR COAGULATION TIMES BY CAPILLARY METHOD	79.70	0.85	0.68	45.70
M	34	PERFORM BIOCHEMICAL PROCEDURES FOR URIC ACID TESTS	70.81	0.96	0.68	46.37
N	3	PERFORM KIDNEY FUNCTION TESTS	76.14	0.89	0.68	47.05
J	30	PERFORM HEMATOLOGY PROCEDURES FOR THROMBOCYTE COUNT	80.46	0.83	0.67	47.72
J	14	PERFORM HEMATOLOGY PROCEDURES FOR COAGULATION TIMES BY LEE-WHITE METHOD	82.23	0.81	0.66	48.38
M	37	UTILIZE METHODS FOR COLORMETRIC PROCEDURE	52.03	1.25	0.65	49.03
J	11	PERFORM HEMATOLOGY PROCEDURES FOR CEREBROSPINAL FLUID COUNT	80.96	0.80	0.65	49.68
M	32	PERFORM BIOCHEMICAL PROCEDURES FOR TOTAL CHOLESTEROL AND ESTERS TESTS	68.27	0.93	0.63	50.32
M	17	PERFORM BIOCHEMICAL PROCEDURES FOR CHLORIDES TESTS	71.07	0.89	0.63	50.95
N	12	PERFORM URINALYSES FOR OCCULT BLOOD TESTS	82.49	0.76	0.63	51.58
E	5	MAINTAIN FILES OF CLINICAL LABORATORY REQUESTS	54.82	1.14	0.63	52.20
J	8	PERFORM HEMATOLOGY PROCEDURES FOR BLEEDING TIME, DUKE METHOD	71.83	0.86	0.62	52.82
M	38	UTILIZE METHODS FOR ELECTROLYTE DETERMINATIONS	61.68	1.00	0.61	53.43
J	20	PERFORM HEMATOLOGY PROCEDURES FOR ERYTHROCYTE INDICES	79.44	0.75	0.59	54.03
M	11	PERFORM BIOCHEMICAL PROCEDURES FOR CALCIUM AND PHOSPHORUS TESTS	64.72	0.92	0.59	54.62
E	7	MAINTAIN FILES OF LABORATORY RECORDS OR REPORTS	51.27	1.14	0.59	55.20
J	25	PERFORM HEMATOLOGY PROCEDURES FOR L. E. TEST	75.38	0.77	0.58	55.79
L	5	DRAW BLOOD FOR TRANSFUSIONS	64.47	0.90	0.58	56.36
K	13	PERFORM SEROLOGICAL PROCEDURES FOR HETEROPHILE PRESUMPTIVE AND DIFFERENTIAL ANTIBODY TEST	63.45	0.90	0.57	56.94
J	18	PERFORM HEMATOLOGY PROCEDURES FOR EOSINOPHILE COUNT	80.46	0.71	0.57	57.51
M	2	OPERATE FLAME PHOTOMETER	64.97	0.88	0.57	58.08
G	8	PERFORM SPERM COUNTS	79.44	0.71	0.57	58.65
J	29	PERFORM HEMATOLOGY PROCEDURES FOR SICKLE CELL PREPARATIONS	82.74	0.68	0.56	59.21
M	14	PERFORM BIOCHEMICAL PROCEDURES FOR CARBON DIOXIDE DETERMINATIONS	67.26	0.83	0.56	59.77
E	11	RECEIVE INCOMING SUPPLIES	55.58	0.96	0.53	60.31
L	15	STORE BLOOD ACCORDING TO GROUPING AND FACTOR	59.90	0.89	0.53	60.84
F	20	COLLECT PUS SPECIMENS DIRECTLY FROM PATIENTS	65.99	0.80	0.53	61.37
N	20	PERFORM URINALYSES FOR UROBILINOGIN TESTS	75.89	0.66	0.50	61.87
K	14	PERFORM SEROLOGICAL PROCEDURES FOR LATEX FIXATION TEST	59.64	0.84	0.50	62.37
K	6	PERFORM SEROLOGICAL PROCEDURES FOR ''C'' REACTIVE PROTEIN TESTS	61.42	0.80	0.49	62.86
H	4	PERFORM KOH PREPARATION FOR DERMATOPHYTES	68.02	0.72	0.49	63.35
A	10	DEVELOP AND IMPROVE WORK METHODS AND PROCEDURES	53.55	0.91	0.49	63.84
L	4	DISPOSE OF BLOOD AFTER TIME LIMIT	62.18	0.77	0.48	64.32
M	8	PERFORM BIOCHEMICAL PROCEDURES FOR BLOOD ALCOHOL TESTS	66.75	0.71	0.48	64.79
M	20	PERFORM BIOCHEMICAL PROCEDURES FOR CREATININE TESTS	61.42	0.76	0.47	65.26
L	6	MAINTAIN DONOR FILES	58.63	0.79	0.47	65.73
N	10	PERFORM URINALYSES FOR KETONE STUDIES	55.33	0.84	0.46	66.19

H	2	EXAMINE SPECIMENS MICROSCOPICALLY	60.15	0.77	0.46	66.65
J	12	PERFORM HEMATOLOGY PROCEDURES FOR CLOT RETRACTION TEST	73.35	0.63	0.46	67.11
A	5	ASSURE THE AVAILABILITY OF EQUIPMENT AND SUPPLIES	42.64	1.06	0.45	67.57
A	26	REQUISITION SUPPLIES AND EQUIPMENT	44.67	1.01	0.45	68.02
E	12	REQUISITION SUPPLIES	44.42	1.00	0.45	68.46
N	16	PERFORM URINALYSES FOR TOTAL PROTEIN	63.45	0.70	0.44	68.90
M	21	PERFORM BIOCHEMICAL PROCEDURES FOR ENZYME ANALYSES	46.70	0.95	0.44	69.35
M	42	UTILIZE METHODS FOR TITRIMETRIC PROCEDURE	55.33	0.80	0.44	69.79
M	13	PERFORM BIOCHEMICAL PROCEDURES FOR CARBOHYDRATES TOLERANCE TESTS	44.67	0.98	0.44	70.23
H	5	PREPARE CULTURE MEDIA	57.87	0.76	0.44	70.67
H	1	CULTIVATE MYCOLOGY SPECIMENS FOR PRIMARY ISOLATION	56.09	0.77	0.43	71.10
D	6	GIVE ON-THE-JOB INSTRUCTION IN MEDICAL LABORATORY ACTIVITIES	40.10	1.04	0.42	71.51
N	7	PERFORM URINALYSES FOR BENCE-JONES PROTEIN TESTS	68.78	0.60	0.41	71.93
I	5	STAIN PARASITOLOGICAL SMEARS	53.81	0.77	0.41	72.34
F	22	COLLECT SKIN SPECIMENS DIRECTLY FROM PATIENTS	58.12	0.71	0.41	72.75
K	8	PERFORM SEROLOGICAL PROCEDURES FOR COLD AGGLUTINATIONS	57.11	0.72	0.41	73.16
N	4	PERFORM PREGNANCY TESTS	48.48	0.84	0.41	73.57
C	6	EVALUATE THE ACCURACY OF ROUTINE REPORTS	39.09	1.04	0.41	73.98
K	5	PERFORM SEROLOGICAL PROCEDURES FOR ANTISTREPTOLYSIN ''O'' TITERS	48.48	0.82	0.40	74.37
L	13	RECORD INFORMATION ON BLOOD RECORD CARD	53.05	0.74	0.39	74.77
L	7	MAINTAIN FILES OF BLOOD BANKING FORMS	53.30	0.74	0.39	75.16
F	9	PERFORM PREVENTIVE MAINTENANCE ON LABORATORY EQUIPMENT	47.72	0.82	0.39	75.55
F	24	COLLECT SPUTUM SPECIMENS DIRECTLY FROM PATIENTS	52.28	0.72	0.38	75.93
L	1	ATTACH SERIAL NUMBERS TO UNITS	48.22	0.78	0.38	76.30
M	1	CALIBRATE INSTRUMENTS	52.03	0.72	0.37	76.68
L	14	SCREEN AND SCHEDULE DONORS	50.51	0.72	0.36	77.04
N	5	PERFORM URINALYSES FOR ADDIS COUNTS	63.96	0.56	0.36	77.40
C	1	DETERMINE EQUIPMENT REPAIRS OR REPLACEMENTS NEEDED	47.21	0.76	0.36	77.76
O	9	PREPARE SPECIMENS FOR SHIPMENT	39.85	0.89	0.36	78.12
L	11	PREPARE BLOOD FOR SHIPMENT	46.70	0.72	0.34	78.46
M	40	UTILIZE METHODS FOR GASOMETRIC PROCEDURE	41.37	0.81	0.34	78.79
K	11	PERFORM SEROLOGICAL PROCEDURES FOR FEBRILE AGGLUTINATIONS	45.69	0.72	0.33	79.12
A	21	PLAN REPORTS FOR THE SECTION	32.99	0.99	0.33	79.45
E	4	MAINTAIN AND REVISE STOCK LEVELS	35.53	0.92	0.33	79.77
A	20	PLAN RECORD KEEPING FOR THE SECTION	30.71	1.06	0.33	80.10
J	19	PERFORM HEMATOLOGY PROCEDURES FOR ERYTHROCYTE FRAGILITY TESTS	59.14	0.55	0.32	80.42
M	30	PERFORM BIOCHEMICAL PROCEDURES FOR SERUM FROG TEST FOR PREGNANCY	40.61	0.78	0.32	80.74
F	6	PERFORM BACTERIOLOGICAL OR CHEMICAL EXAMINATIONS OF WATER	41.37	0.74	0.31	81.05
H	6	STAIN MYCOLOGY SPECIMENS	48.22	0.62	0.30	81.34
N	17	PERFORM URINALYSES FOR URINARY CALCIUM	54.57	0.54	0.30	81.64
N	14	PERFORM URINALYSES FOR PORPHYRINS TESTS	54.57	0.54	0.30	81.94
G	3	MAINTAIN STOCK CULTURES	35.79	0.82	0.29	82.23
C	7	EVALUATE THE ADEQUACY OF ROUTINE REPORTS	29.44	0.98	0.29	82.52
O	15	SUBMIT TISSUE SPECIMENS TO AFIP OR HISTOPATHOLOGY CENTERS	32.99	0.87	0.29	82.81
A	7	COORDINATE WORK ACTIVITIES WITH OTHER SECTIONS	36.55	0.77	0.28	83.09
A	14	ESTABLISH PROCEDURES FOR SPECIAL TESTS	36.29	0.74	0.27	83.36
B	2	DIRECT SUBORDINATES IN MAINTAINING PERFORMANCE STANDARDS	30.96	0.87	0.27	83.63
E	10	PROCURE AND STORE BIOLOGICAL ITEMS	35.53	0.75	0.27	83.89

H	3	IDENTIFY AND CLASSIFY FUNGI	36.04	0.73	0.26	84.16
O	2	ASSIST WITH AUTOPSY	39.34	0.66	0.26	84.42
F	4	PERFORM BACTERIOLOGICAL OR CHEMICAL EXAMINATIONS OF FOOD PRODUCTS	40.86	0.63	0.26	84.67
L	9	PERFORM FIRST AID FOR SHOCK	51.02	0.49	0.25	84.92
K	2	PREPARE ANTIGENS	32.49	0.77	0.25	85.17
F	15	PREPARE SPECIMENS FOR TRAINING OR REFERENCE	36.29	0.67	0.24	85.42
N	13	PERFORM URINALYSES FOR PHENYLPYRUVIC ACID TEST	46.95	0.52	0.24	85.66
E	1	SUPERVISE THE MAINTENANCE OF LABORATORY SUPPLIES	23.60	1.02	0.24	85.90
B	5	DIRECT THE MAINTENANCE AND UTILIZATION OF EQUIPMENT, SUPPLIES AND WORK SPACE	27.92	0.86	0.24	86.14
A	3	ASSIGN SPECIFIC WORK TO INDIVIDUALS	30.96	0.78	0.24	86.38
C	18	RESOLVE TECHNICAL PROBLEMS OF SUBORDINATES	28.43	0.83	0.24	86.62
M	19	PERFORM BIOCHEMICAL PROCEDURES FOR CREATININE CLEARANCE TESTS	32.23	0.73	0.23	86.85
D	8	INDOCTRINATE NEWLY ASSIGNED PERSONNEL	35.28	0.67	0.23	87.09
C	14	INVESTIGATE POSSIBLE SOURCES OF STAPHYLOCOCCUS OUTBREAKS	28.43	0.82	0.23	87.32
A	25	PLAN WORK FLOW	25.13	0.92	0.23	87.56
C	9	EVALUATE WORK PERFORMANCE OF SUBORDINATES	23.35	0.95	0.22	87.78
M	15	PERFORM BIOCHEMICAL PROCEDURES FOR CARBON MONOXIDE DETERMINATIONS	39.09	0.57	0.22	88.00
I	8	PREPARE CULTURE MEDIA	29.70	0.73	0.22	88.22
A	11	DEVELOP OR REVISE THE ORGANIZATION OF THE SECTION	26.40	0.81	0.21	88.43
B	4	DIRECT SUBORDINATES IN THE OBSERVANCE OF SAFETY PRACTICES	27.66	0.77	0.21	88.64
J	9	PERFORM HEMATOLOGY PROCEDURES FOR BLEEDING TIME, IVY METHOD	29.44	0.71	0.21	88.85
D	18	SHOW HOW TO LOCATE AND INTERPRET TECHNICAL INFORMATION	25.89	0.78	0.20	89.06
A	18	PLAN AND SCHEDULE WORK ASSIGNMENTS	24.11	0.83	0.20	89.26
M	29	PERFORM BIOCHEMICAL PROCEDURES FOR SALICYLATE LEVEL	32.49	0.61	0.20	89.46
C	16	RECOMMEND SPECIAL CORRECTIVE ACTION FOR RECURRING PROBLEMS	26.65	0.72	0.19	89.65
C	8	EVALUATE THE MAINTENANCE AND USE OF EQUIPMENT, SUPPLIES AND WORK SPACE	23.86	0.80	0.19	89.84
N	18	PERFORM URINALYSES FOR URINARY CHLORIDES	35.03	0.54	0.19	90.03
C	11	INSPECT AND EVALUATE ADHERENCE TO ESTABLISHED STANDARDS OF SANITATION, CLEANLINESS AND NEATNESS	18.78	0.99	0.19	90.21
L	12	PROCESS BLOOD FOR PACKED CELLS	34.01	0.54	0.19	90.40
A	17	ESTABLISH WORK PRIORITIES	22.08	0.83	0.18	90.58
J	22	PERFORM HEMATOLOGY PROCEDURES FOR FIBRINOGEN ESTIMATIONS	35.28	0.49	0.17	90.76
E	6	MAINTAIN FILES OF LABORATORY CORRESPONDENCE	22.59	0.76	0.17	90.93
C	10	INITIATE UNSATISFACTORY REPORTS ON EQUIPMENT	24.37	0.70	0.17	91.10
B	12	SUPERVISE THE PREPARATION AND MAINTENANCE OF RECORDS AND REPORTS	19.04	0.88	0.17	91.26
F	2	ASSIST OFFICERS OR SCIENTISTS IN RESEARCH ASSIGNMENTS	18.53	0.89	0.17	91.43
N	19	PERFORM URINALYSES FOR URINE ELECTROLYTES TESTS	28.43	0.58	0.16	91.59
A	2	ASSIGN SPACE FOR EQUIPMENT AND SUPPLIES	26.40	0.61	0.16	91.75
D	9	INTERPRET POLICIES AND DIRECTIVES TO SUBORDINATES	23.60	0.68	0.16	91.92
J	26	PERFORM HEMATOLOGY PROCEDURES FOR PROTHROMBIN CONSUMPTION TEST	26.40	0.60	0.16	92.07
I	7	IDENTIFY PARASITIC AND DISEASE-CARRYING ARTHROPODS	25.89	0.60	0.15	92.23
M	41	UTILIZE METHODS FOR GRAVIMETRIC PROCEDURE	18.27	0.84	0.15	92.38
C	3	EVALUATE COMPLIANCE WITH ESTABLISHED WORK STANDARDS	16.50	0.91	0.15	92.53
A	13	ESTABLISH PERFORMANCE STANDARDS	15.99	0.87	0.14	92.67
E	8	MAKE LOCAL PURCHASE OF SUPPLIES	17.51	0.79	0.14	92.81
D	1	ADMINISTER WRITTEN OR PERFORMANCE TESTS	17.01	0.79	0.13	92.94

K	10	PERFORM SEROLOGICAL PROCEDURES FOR COMPLEMENT FIXATION TESTS	19.04	0.70	0.13	93.08
F	17	COLLECT BIOPSY OR AUTOPSY SPECIMENS DIRECTLY FROM PATIENTS	21.32	0.62	0.13	93.21
J	10	PERFORM HEMATOLOGY PROCEDURES FOR BONE MARROW EXAMINATIONS	22.08	0.59	0.13	93.34
B	7	MAINTAIN FILES OF PUBLICATIONS	17.01	0.77	0.13	93.47
A	4	ASSIST OFFICER IN CHARGE IN ESTABLISHING ORGANIZATIONAL POLICY	20.56	0.63	0.13	93.60
E	2	HANDLE PROPERTY TURN-IN	18.02	0.70	0.13	93.73
B	1	DIRECT SUBORDINATES IN MAINTAINING HIGH STANDARDS OF PERSONAL HYGIENE	17.77	0.68	0.12	93.85
D	7	GIVE TRAINING OR LECTURES TO NON-MEDICAL LABORATORY PERSONNEL	18.27	0.66	0.12	93.97
F	1	ASSIST IN EPIDEMIOLOGICAL INVESTIGATIONS	20.30	0.59	0.12	94.09
F	8	PERFORM EKG TESTS	13.71	0.87	0.12	94.21
I	4	PERFORM MICROFILARIAL EXAMINATIONS	23.60	0.49	0.11	94.32
E	9	PREPARE WORK ORDERS OR WORK REQUESTS	18.27	0.62	0.11	94.44
A	6	COMPOSE LOCAL MEDICAL LABORATORY SOPS	18.02	0.63	0.11	94.55
C	2	EVALUATE ADHERENCE TO WORK SCHEDULES	14.21	0.78	0.11	94.66
D	4	DEVELOP ON-THE-JOB TRAINING MATERIALS	15.99	0.69	0.11	94.77
A	16	ESTABLISH SANITATION STANDARDS	13.45	0.80	0.11	94.88
M	39	UTILIZE METHODS FOR ELECTROPHORESIS	10.15	1.05	0.11	94.99
A	1	ASSIGN PERSONNEL TO DUTY POSITIONS	18.53	0.57	0.11	95.09
F	7	PERFORM BMR TESTS	16.75	0.62	0.10	95.20
A	19	PLAN MEDICAL LABORATORY ACTIVITIES	15.23	0.67	0.10	95.30
M	23	PERFORM BIOCHEMICAL PROCEDURES FOR LACTIC DEHYDROGENASE TESTS	13.45	0.75	0.10	95.40
M	22	PERFORM BIOCHEMICAL PROCEDURES FOR INSULIN TOLERANCE TESTS	16.24	0.61	0.10	95.50
K	3	PREPARE SPECIMENS FOR VIRUS ISOLATION	17.26	0.56	0.10	95.59
C	5	EVALUATE PROCEDURES FOR STORAGE, INVENTORY AND INSPECTION OF PROPERTY ITEMS	11.42	0.83	0.10	95.69
A	23	PLAN THE PHYSICAL LAYOUT OF THE MEDICAL LABORATORY FACILITIES	14.21	0.67	0.10	95.78
J	23	PERFORM HEMATOLOGY PROCEDURES FOR GG TEST	13.45	0.71	0.10	95.88
D	19	SUPERVISE ON-THE-JOB TRAINING PROGRAMS	12.44	0.75	0.09	95.97
D	12	REVIEW TRAINING PROGRESS OF INDIVIDUALS	12.69	0.73	0.09	96.07
C	17	RESOLVE PERSONAL PROBLEMS OF SUBORDINATES	15.48	0.60	0.09	96.16
K	9	PERFORM SEROLOGICAL PROCEDURES FOR COLLOIDAL GOLD TEST	14.97	0.59	0.09	96.25
B	3	DIRECT SUBORDINATES IN MAINTAINING SECURITY STANDARDS	13.45	0.63	0.09	96.33
O	14	STAIN SPECIMENS FOR MICROSCOPIC STUDY	7.11	1.19	0.08	96.42
D	14	ROTATE DUTY ASSIGNMENTS OF PERSONNEL	12.69	0.66	0.08	96.50
F	5	PERFORM BACTERIOLOGICAL OR CHEMICAL EXAMINATIONS OF SEWAGE	14.97	0.52	0.08	96.58
D	5	EVALUATE TRAINING EFFECTIVENESS	10.15	0.75	0.08	96.65
D	3	CONDUCT CONFERENCES AND CLASSES	12.18	0.63	0.08	96.73
M	7	PERFORM BIOCHEMICAL PROCEDURES FOR BARBITURATE LEVEL	14.21	0.54	0.08	96.81
M	10	PERFORM BIOCHEMICAL PROCEDURES FOR BLOOD PH TESTS	17.26	0.44	0.08	96.88
M	12	PERFORM BIOCHEMICAL PROCEDURES FOR CALCULUS ANALYSES	9.39	0.80	0.08	96.96
O	7	PREPARE ROUTINE STAINS	8.38	0.90	0.08	97.03
J	7	PERFORM HEMATOLOGY PROCEDURES FOR ACID HEMOLYCINS TESTS	8.88	0.82	0.07	97.11
O	12	SECTION TISSUE IN MICROSCOPIC BLOCKS	4.82	1.51	0.07	97.18
I	10	PERFORM SEROLOGICAL TESTS FOR PARASITES	12.18	0.59	0.07	97.25
O	17	USE MICROTOME	5.84	1.24	0.07	97.32
J	16	PERFORM HEMATOLOGY PROCEDURES FOR CRYOGLOBULIN TESTS	14.21	0.51	0.07	97.40
D	10	MAINTAIN TRAINING RECORDS	11.17	0.65	0.07	97.47

M	28	PERFORM BIOCHEMICAL PROCEDURES FOR PBI TESTS	6.60	1.08	0.07	97.54
I	9	MAINTAIN PARASITE CULTURES	11.42	0.62	0.07	97.61
J	15	PERFORM HEMATOLOGY PROCEDURES FOR COAGULATION TIMES BY MODIFIED HOWELL METHOD	10.91	0.63	0.07	97.68
M	9	PERFORM BIOCHEMICAL PROCEDURES FOR BLOOD OXYGEN TESTS	12.69	0.54	0.07	97.75
O	11	PREPARE TISSUE FOR FIXATION, DEHYDRATION, AND INFILTRATION OF PARAFFIN	6.35	1.04	0.07	97.81
D	2	ARRANGE FOR TRAINING AIDS, SPACE AND EQUIPMENT	9.64	0.64	0.06	97.88
O	16	USE AUTOTECHNICON	6.85	0.90	0.06	97.94
C	13	INSPECT THE PHYSICAL LAYOUT OF THE MEDICAL LABORATORY FACILITIES	9.39	0.66	0.06	98.00
O	5	MOUNT TISSUE SECTION IN PREPARATION FOR MICROSCOPIC STUDY	5.08	1.20	0.06	98.06
F	21	COLLECT SEROUS CAVITY SPECIMENS DIRECTLY FROM PATIENTS	10.15	0.57	0.06	98.12
M	6	PERFORM BIOCHEMICAL PROCEDURES FOR ALKALOIDS	7.87	0.73	0.06	98.18
A	8	DESIGN ORGANIZATIONAL OR FUNCTIONAL CHARTS	12.44	0.45	0.06	98.23
O	4	EMBED TISSUE IN PARAFFIN	6.09	0.92	0.06	98.29
A	24	PLAN THE SECTION SAFETY PROGRAM	8.63	0.65	0.06	98.34
M	36	UTILIZE METHODS FOR CHROMOTOGRAPHY	5.84	0.96	0.06	98.40
F	16	COLLECT BILE SPECIMENS DIRECTLY FROM PATIENTS	7.87	0.71	0.06	98.46
D	13	REVIEW TRAINING STATUS OF THE SECTION	7.87	0.70	0.06	98.51
K	15	PERFORM SEROLOGICAL PROCEDURES FOR STREP MG TEST	10.66	0.52	0.06	98.57
D	15	SCHEDULE ON-THE-JOB TRAINING	8.12	0.64	0.05	98.62
G	4	PERFORM ANIMAL INOCULATIONS	8.38	0.61	0.05	98.67
O	13	STAIN PAP SMEARS	7.11	0.70	0.05	98.72
A	9	DETERMINE PERSONNEL REQUIREMENTS	9.39	0.51	0.05	98.77
O	18	USE MICROTOME KNIFE SHARPENER	4.82	0.99	0.05	98.82
B	9	SUPERVISE SUBORDINATE SUPERVISORS	5.58	0.85	0.05	98.86
D	11	RECOMMEND INDIVIDUALS FOR TRAINING	7.87	0.56	0.04	98.91
M	24	PERFORM BIOCHEMICAL PROCEDURES FOR LIPIDS PROFILE	8.12	0.54	0.04	98.95
O	8	PREPARE SPECIAL STAINS	5.08	0.82	0.04	98.99
A	15	ESTABLISH RESEARCH PROCEDURES	6.35	0.63	0.04	99.03
F	23	COLLECT SPINAL FLUID SPECIMENS DIRECTLY FROM PATIENTS	5.84	0.68	0.04	99.07
B	8	MAINTAIN STATUS BOARDS OR CHARTS	6.35	0.62	0.04	99.11
K	1	IDENTIFY VIRUSES AND RICKETTSIA	6.60	0.59	0.04	99.15
M	16	PERFORM BIOCHEMICAL PROCEDURES FOR CATECHOLAMINE TESTS	5.33	0.69	0.04	99.19
A	27	SCHEDULE LEAVES OR PASSES	7.36	0.49	0.04	99.22
K	4	PERFORM SEROLOGICAL PROCEDURES FOR ANTICOMPLEMENTARY RETESTS	6.60	0.55	0.04	99.26
J	31	PERFORM HEMATOLOGY PROCEDURES FOR THROMBOPLASTIN GENERATION TESTS	7.61	0.48	0.04	99.30
M	18	PERFORM BIOCHEMICAL PROCEDURES FOR CORTISONE AND STEROID STUDIES	3.55	0.99	0.04	99.33
C	4	EVALUATE INDIVIDUALS FOR PROMOTION AND UPGRADING	6.60	0.52	0.03	99.37
C	15	RECOMMEND CHANGES IN PUBLICATIONS	6.85	0.50	0.03	99.40
O	1	ASSIST IN PREPARATION OF GROSS SPECIMENS FOR MEDICAL PHOTOGRAPHY	7.87	0.43	0.03	99.44
P	5	MAINTAIN REFERENCE FILE OF ILLUSTRATIONS	4.57	0.72	0.03	99.47
O	3	DECALCIFY SPECIMENS OF TEETH AND BONE	5.08	0.63	0.03	99.50
L	10	PERFORM GENOTYPE OF ANIMAL BLOOD	4.57	0.63	0.03	99.53
O	6	PREPARE FROZEN SECTION OF TISSUE	3.81	0.75	0.03	99.56
P	1	COLLECT AND ASSEMBLE MEDICAL ILLUSTRATION MATERIAL	5.33	0.52	0.03	99.59
K	12	PERFORM SEROLOGICAL PROCEDURES FOR HEMAGGLUTINATION INHIBITION TEST	4.57	0.57	0.03	99.61

B	6	DRAFT AND SUBMIT JOB DESCRIPTIONS	5.33	0.48	0.03	99.64
N	11	PERFORM URINALYSES FOR LEAD TESTS	5.84	0.43	0.02	99.66
G	5	PERFORM ANIMAL VIRULENCE TESTS	2.28	1.06	0.02	99.69
B	10	SUPERVISE THE DISASTER CONTROL PROGRAM	3.55	0.64	0.02	99.71
C	12	INSPECT AND EVALUATE THE MAINTENANCE OF STATUS BOARDS OR CHARTS	3.55	0.61	0.02	99.73
A	22	PLAN STATUS BOARDS OR CHARTS	3.81	0.52	0.02	99.75
D	10	PREPARE TISSUE FOR CELLODIAN EMBEDDING AND SECTIONING	1.78	0.95	0.02	99.77
G	7	PERFORM FLUORESCENT ANTIBODY TECHNIQUE	3.30	0.51	0.02	99.78
G	9	PREPARE AUTOGENOUS VACCINES	3.05	0.47	0.01	99.80
F	13	PREPARE SPECIMENS FOR ELECTRON MICROSCOPY	1.52	0.86	0.01	99.81
P	2	DISTRIBUTE MEDICAL ILLUSTRATION MATERIAL	2.79	0.45	0.01	99.82
D	16	SELECT AND ASSIGN INSTRUCTORS	2.28	0.49	0.01	99.84
C	19	WRITE TECHNICAL PAPERS FOR PUBLICATION	2.03	0.50	0.01	99.85
M	3	OPERATE SPECTRO-FLUOROMETER	1.52	0.65	0.01	99.86
Q	1	ASSIST MEDICAL RADIOLOGICAL LABORATORY OFFICER IN PREPARING AND COUNTING SAMPLES	1.27	0.75	0.01	99.86
A	12	DRAFT BUDGET ESTIMATES	2.28	0.39	0.01	99.87
P	3	DRAFT AND PREPARE ILLUSTRATIONS	1.27	0.69	0.01	99.88
P	4	DUPLICATE ILLUSTRATED MATERIALS	2.28	0.38	0.01	99.89
D	17	SELECT INDIVIDUALS FOR SPECIALIZED TRAINING COURSES	2.28	0.37	0.01	99.90
Q	3	CONDUCT TESTS FOR PRESENCE AND MEASUREMENT OF RADIOACTIVITY	1.27	0.55	0.01	99.91
M	35	PERFORM BIOCHEMICAL PROCEDURES FOR VITAMIN ASSAYS	1.27	0.47	0.01	99.91
M	31	PERFORM BIOCHEMICAL PROCEDURES FOR SERUM MAGNESIUM TESTS	1.52	0.35	0.01	99.92
Q	8	RECORD AND SUMMARIZE DATA	0.76	0.64	0.00	99.92
B	11	SUPERVISE THE HEALTH PHYSICS PROGRAM	1.02	0.46	0.00	99.93
M	26	PERFORM BIOCHEMICAL PROCEDURES FOR NORADRENALINE STUDIES	0.76	0.61	0.00	99.93
Q	4	COUNT FLUID SPECIMENS	0.76	0.56	0.00	99.94
Q	12	USE SCALING DEVICES	0.51	0.69	0.00	99.94
Q	2	CALIBRATE INSTRUMENTS	0.51	0.68	0.00	99.94
Q	10	USE CRYSTAL AND LIQUID SCINTILLATION DETECTORS	0.25	0.63	0.00	99.94
Q	9	SEGREGATE AND PREPARE RADIOACTIVE SPECIMENS FOR MEASUREMENT OF RADIOACTIVITY	0.51	0.31	0.00	99.95
Q	11	USE GEIGER-MUELLER EQUIPMENT	0.25	0.58	0.00	99.95